|  |
| --- |
| **Differentiated Instruction Three-Part Lesson Plan Template** |

### SUBJECT/Grade: Grade 10 English, Academic Suggested Time: 70-75 min

### COURSE/Type/Code: ENG2D

LESSON TITLE : Literary Devices and Social Criticism: How is ‘Social Justice Poetry’ Defined?  
(written as an essential question)

Connection to CULMINATING ACTIVITY: By completing a guided poetic analysis and jigsaw activity, students are using their foundational knowledge of poetry to progress to higher level thinking, which allows them to interpret and analyze the ways in which literary devices can be used to communicate themes of social justice. This comprehensive understanding of literary techniques will prepare students for the culminating activity, which will require them to investigate a social justice issue of their choice and write an insightful and meaningful free verse poem which communicates a significant idea relative to their chosen issue.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Planning Information: | | | | |
| |  | | --- | | **Curriculum Connections** | | **Overall Expectation(s):**   * 1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational,   and graphic texts, using a range of strategies to construct meaning;   * 2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic   elements and demonstrate understanding of how they help communicate meaning; | | **Specific Expectation(s):**   * 1.6 analyze texts in terms of the information, ideas, issues, or themes they explore, examining how   various aspects of the texts contribute to the presentation or development of these elements   * 1.5 extend understanding of texts, including increasingly complex texts, by making appropriate   connections between the ideas in them and personal knowledge, experience, and insights; other texts; and  the world around them   * 2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts | | **Learning Goal(s):**   * Students will be able to apply their knowledge of poetry forms by analyzing and interpreting the greater   themes of both contemporary and historical works   * Students will interpret the language and style of poems as representative of a deeper meaning * Students will develop a thorough understanding of the ways in which literary devices can be used to   express deeper meanings within a poem   * Students will discover themes of isolation, oppression, sexism, autonomy, feminism, and social justice   within the works they’ve read | | **Essential Questions:**   * How can a poem’s language and or style be used to convey a deeper meaning or theme within the   poem?   * How can literary devices such as similes, metaphors and imagery be used in poetry to   convey social justice ideas?   * Is there a major difference between conventional and unconventional forms of poetry? What about   Contemporary works versus older works? Or are they all capable of conveying social justice ideals? | | | | | |
| **Assessment and Evaluation** | | | | | |
| **Assessment/Success Criteria**  *Knowledge and Understanding*  • Identifies the mechanical features of the poem including text forms, word choice and order, structure, language, style and tone  • Explains how the style and form of the poem helps the reader interpret the specific theme  *Thinking*  • Uses processing skills to make inferences about the poem  *Communication*  • Is able to write an effective analysis of the poem using an understanding of literary devices | | | | | **Assessment Tools**   * Check for completion of vocab list, mind map and analysis worksheet * Collection of KWL chart * Anecdotal comments |
| **Differentiated Instruction Details** ⬩ How will you differentiate your lesson? Provide details | | | | | |
| **Knowledge of Students**  Differentiation based on student:  **⧫**Readiness ❒ Interests ❒ Learner Profile:  ❒ Styles ❒ Intelligences ❒ Other (e.g., environment,  gender, culture)  **Need to Know**   * Students’ level of understanding of poetry forms   **How to Find Out**   * Students will have been given a poetry vocabulary sheet in the previous class to be completed for this class. The sheet will ensure that students are familiar with the necessary terms and that they are able to effectively analyze the structure of the poems provided in order to interpret the greater themes. The sheet will also serve as a good resource for students to refer back to during the activities \*see attached   **Differentiated Instruction Response**  **⧫** Learning materials (content) ❒ Ways of learning (process) ❒ Ways of demonstrating learning (product) ❒ Learning environment   |  | | --- | | **Necessary Prior Knowledge & Skills**  Prior to this lesson, students will have:  • Been familiarized with an understanding of literary devices  • Explored poetry as another medium of written and spoken expression  • Completed a literary analysis of a short story | | | | | | |
| **Materials & Resources**  **Materials:**  -Projector, laptop (or some form of internet access)  -Appendix A: Poetry Vocab List (teacher’s resource)  -Appendix B: Handout #1, Flocabulary Exercise (1 copy per student)  -Appendix C: Handout # 2, Charlotte Perkins Gilman (1973) *The Yellow Wallpaper.* (1 copy per student)  -Appendix D: Handout # 3 Poetry Analysis worksheet  -Appendix E: Poetry Analysis Answer Key (teacher’s resource)  -Appendix F: Handout # 4 Poetry Jigsaw  Appendix H: Handout # 5 KWL chart (1 copy/student)  **Internet Resources:**   * Flocabulary: Hip-hop in the classroom (2011) <http://www.flocabulary.com/week-in-rap-september-30-2011/>   **Resources:**   * Ministry of Education (2007). The Ontario Curriculum, Grades 9 and 10, English. | | **Agenda** *(to be listed on blackboard, in student language)*     1. Flocabulary Rap of the Week 2. Flocab TPS 3. *Yellow Wallpaper* Analysis 4. Poetry Jigsaw 5. KWL Exit pass | | |
| **Minds On (Hook)** ⬩ Establishing a positive learning environment  ⬩ Connecting to prior learning and/or experiences  ⬩ Setting the context for learning/ Sharing learning goals/essential questions | | | | **Connections**  L: Literacy  AfL, AoL: Assessment **for**/**of** Learning | |
| **‘Flocabulary’ TPS (10 min)**  *Instructions:*  -Students will be shown a 2 min clip titled “No Child Left Behind & Affirmative Action” the “rap of the week” from flocabulary.com:  <http://www.flocabulary.com/week-in-rap-september-30-2011/>  The goal here is to get students thinking about how music is a form of poetry in itself, which frequently takes up issues of social justice.  -The teacher should then distribute **Handout# 1**  -The handout will consist of 2 parts, the first is a set of lyrics and the second is a mind map for organizing ideas  - Students will complete the above task in a TPS format, first they will brainstorm on their own, second they will discuss and share ideas with an elbow partner, and lastly the ideas they have discussed will then be taken up as a class  \*Students can use the vocabulary handout as a reference to assist them  *Prompts for Teacher to Engage Students:*  -“What literary devices do you see within these lyrics?”  -“How are the lyrics constructed to appeal to the listener?”  -“What social issue or theme is this song addressing?”  -“How is this song and the flocab rap similar to poetry? How is it different?”  -“Do you think rap is a form of poetry? Why or why not?” | | | | AFL: Assessment for Learning  \*The objective of this activity is to transition students’ knowledge of poetry forms into higher level thinking which will allow students to analyze and interpret the ways in which literary devices can be used to communicate deeper meanings or ideas | |
| **Action**  ⬩ Introducing new learning or extending/reinforcing prior learning  ⬩ Providing opportunities for practice and application of learning (guided > independent) | | | | | |
| **Yellow Wallpaper: A Poetic Analysis (30 min)**  *Instructions:*  -The teacher will distribute **Handouts #2 and 3**  -**Handout # 2** is an excerpt from Charlotte Perkins Gilman “The Yellow Wallpaper”  -**Handout # 3**is a worksheet that is to be completed by students, as the whole class works through a reading of **Handout # 2**  **-**The Teacher is to read the handout to the whole class. The handout contextualizes the excerpt from Gilman’s short story and also elaborates on the message that the story is trying to convey. (*approx. 5 min*)  -After the class has read the excerpt as a whole, students may begin working on the worksheet (*approx. 25 min to complete this*)  -Students are not expected to know the answers to some of the higher level thinking questions on the worksheet, which is why the answer key has been modified to include prompted answers, which will get students thinking and assist them with furthering their understanding. If students are unsure of a question the teacher is expected to provide them with the answer because this exercise is a ‘guided’ walkthrough of a poetic analysis.  *\*For Prompts see Appendix E “Poetry Analysis Answer Key”*  **Poetry Jigsaw (20 min)**  *Instructions:*  -The Teacher should divide the class up into 4 separate groups.  -Students should be numbered 1,2,3,4 (these will serve as ‘home groups’)  -Have students get in to their home groups  -Distribute **Handout # 4**  **-**To begin each home group will work with the poem number which corresponds to their group number (group 1 will work with poem 1 and so on)  -roughly 5 min will be given to complete the first jigsaw piece. After 5 minutes the group should letter themselves, A,B,C and D. \*there will probably be more than 4 people in each group so some people will have the same letter.  -The home groups will then divide into their letter groups  -These new groups will each be given the opportunity to assist their new group members with filling in their home number’s jigsaw piece.  -The pieces can be modified or changed as groups share new ideas and interpretations  -10 minutes will be given for alphabetical groups to discuss and share information.  -the last 5 minutes of the exercise will be designated for a class discussion of the activity  \**Prompts for Teacher discussion*  -“ How did this exercise allow you to put into practice the skills you learned by completing the Yellow paper worksheet?  -“ What did this activity teach you about poetry and social justice?”  -“What kinds of literary devices are most common in social justice poetry?” | | | | Literacy  AFL: Assessment for Learning  \*The objective of this exercise is to work through a poetic analysis in a guided manner with the students so that they will have a thorough understanding of how to analyze and interpret the structure, style, and language of a poem as symbolic of a specific theme or issue  \*The objective of this activity is to allow students to build upon the knowledge they have just received by completing the Yellow Wallpaper worksheet. This activity gives students the opportunity to perform 4 mini poetry analyses without the guided assistance of the teacher, but still with the support of a group. | |
| **Consolidation and Connection**  ⬩ Helping students demonstrate what they have learned  ⬩ Providing opportunities for consolidation and reflection | | | | | |
| **Exit Pass: KWL Chart (10 min)**  *Instructions:*  -The Teacher will distribute **Handout # 5*,*** which is to be completed by students before they can leave the class.  -This chart will help determine what the students have taken away from today’s lesson and what they still are not clear on  -a time frame of roughly 10 minutes has been designated so that students have time to look back through the work they’ve completed today before reflecting on their knowledge base | | | | AOL: Assessment of Learning | |
| **Accommodations/Special Needs:** *(this may have been identified above in DI section) How will you accommodate for students with IEPs, ELLs etc.?*  Differentiated instruction for this lesson focuses on the students’ readiness to progress to higher level thinking. DI for this lesson is represented through the lessons diverse content delivery. The lesson is intended to target many different M.I’s by delivering content both visually, and verbally and reiterating this information through graphic organizers and discussion. The hand-outs have been specifically designed to assist students with relating prior knowledge to new concepts and to serve as references at a later date. Students can chose to participate in discussions or work on hand-outs independently to reflect their knowledge and comprehension. | | | | |
| **Teacher Reflection on Lesson**: (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice) | | | | |
| Aspects that worked: | Changes for next time: | | | |